

The degree of principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers

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Abstract

The study aimed to investigate the degree of principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers and to identify the effect of the independent variables: gender and years of experience. A sample of (317) female teachers and (228) teachers were formed. To achieve the objectives of the study, the researcher used descriptive and explanatory analysis. A questionnaire consisting of (31) paragraphs was used. The statistical package (spss.22) was used, such as descriptive statistics, means, and standard deviation, and the explanatory statistics were used. The independent t-Test and one way ANOVA were used. The results of the study showed that the highest mean was associated with the continuous professional development paragraph for itself with all members of the school community with a high mean of (4.78. - 4.59), all of them were of high grade. The results also showed that there were differences between the means on the study of the degree of principals' practice of the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers due to gender to favor of (males) and practical experience to favor of (more than 10 years) category.

1. Introduction

This modern time is a shortening of time and proximity, and speeding up the pace. The changes are successive and continuous in all aspects of life. The permanent and repeated review of the administration and its methods is imperative for survival and development and keeping abreast of the renewal. This highlights the urgent need to renew administrative leadership to adapt to the changes. From the visions and practices, within the leadership role in managing transformation, dealing with it efficiently, and achieving continuity in an age of challenge and instability.

This imposes on the leaders a renewed awareness and development of the skills, that qualify them to deal with subordinates, influence their behavior and feelings, motivate them, instill mutual trust among them, and build a clear organizational vision aimed at achieving the goals set. According to the theories of modern leadership, these qualities are found in the transformational leader as Bass (1990) described him as the leader who has the ability to "build a message and vision for the team and the organization and to raise awareness of them, to motivate subordinates to reconsider their work from a new perspective, self-interest to the public interest, and the development of the level of their abilities and potential".

Transformational leadership today is a new entry point for change and development, and one of the most famous leadership theories to transform organizations from traditional leadership to modern methods.

Although there are more than (200) leadership models, the theory of transformational leadership is among the most important entrances and patterns of contemporary leadership (Saleh & Al- Mubaidin, 2013). This is corroborated by recent studies that transformational leaders are more effective in non-recurrent situations or environments characterized by change and uncertainty (Eisenbach et al., 1999; Fugate, 2012; Yukl, 1999). Therefore, it is not surprising that transformational leadership is a major and important factor in critical periods of the life of organizations that are complex and unstable (Shammari, 2012).

In this context, it is possible to say that one of the most important characteristics of transformational leadership - which has emerged as a product of many changes and recent developments - is its ability to lead the organization in the face of these challenges by influencing subordinates' behaviors, developing their creativity and innovative initiatives confronting the problems and difficulties facing their organizations (AL- Damour & Al- Ali, 2010).

It is based on the principle of radical change in the organization's thinking and culture by persuading individuals and directing their attention beyond their own interests, which is to deepen their awareness and awareness of the need to transform their own concerns into an integral part of the organization's supreme mission (AL- Damour & Al- Ali, 2010). In similar words, the transformational leader - as he sees it (Bass, 1985) - is the one who motivates subordinates to perform tasks and roles above what is expected of them.

It is therefore possible to say that the transformational leader has the following characteristics (Al-Shammari, 2012; Saleh & Al-Mubaidin, 2013):

- Has a vision to enable him to face problems and solutions to them accurately.
- Cultures trust in others through extensive empowerment.
- Raises the efforts of intellectual subordinates and promotes their investment.
- Active, vigilant and proactive towards identifying the urgency and speed of emergent problems.
- Interested in individual and group subordinates.
- Creates challenges in actions and tasks to achieve the objectives of the organization effectively.
- Introduces innovative ideas and develops their sources among others.
- Seeks to build consensus among the followers and maintain the relationship with them.
- Encouraging followers to integrity and the embodiment of moral values.

The researchers differed in defining the dimensions of transformational leadership, some of whom see it as four (Bass & Avolio, 1990), as cited by Kanaan (2014).

1. Idealized Influence: This dimension describes a leader who admires, respects, and appreciates the subordinates, requires sharing the risks from the leader, providing the needs of the dependents on the commander's personal needs, and behaving ethically. Making them admired and appreciated by others, prompting them to follow and respond to their directions (Amiri, 2001).

2. Inspirational Motivation: Inspirational Motivation puts the leader transformative vision optimistic for the organization's activity in the future and standards of high performance make it a clear reference to subordinates, and give them more encouragement and support continuous moral, as determined and committed to the goals show more than the conviction of individuals goals desired.

3. Intellectual Stimulation: attention to individuals and to provide individual support and stimulate their thinking at all levels of educational organizer and develop models of good professional practice, by reviewing their work and review and evaluation and think hard about how his performance better and the development of competitive spirit positive, and the development of methods and new strategies for learning And encourage them to support their views, develop their own abilities and competence, and seek support for their creative and innovative initiatives aimed at developing the institution (Samarat and interview, 2014).

4. Individual Considerations: The personal leader's interest in subordinates and response to them, the distribution of tasks to them based on their needs and abilities, train them, and guide them to achieve further growth and development (Bass, 2006). The concept of individual considerations as a component of transformational leadership means taking into account the conditions of the worker, his needs in all circumstances, and the necessity of the worker not having to ask for the same worker himself, to fill the leader with a need that will continue to conflict and distract him from focusing on the performance of work, (Aga, 2011).

Hassan (2004), mentions that it is known that the relationship between the leader and followers are affected by trends and ideas experienced by the affiliates and therefore determine the extent of their acceptance or rejection of the data position and leadership whenever affiliates misfits with their leadership increased their understanding of their ideology and their awareness of the objectives that it seeks to achieve. There are key factors that the leader must prepare to achieve security and satisfaction for the following:

- Finding the right atmosphere of satisfaction and acceptance in relation to his subordinates: it cannot achieve the confidence of the individual only if he felt he was the subject of acceptance of the boss, also entails the existence of an atmosphere of dissatisfaction with the loss of peace of mind and security of the employee and feels threatened by making him complain about the actions of his boss shows the resistance and disobedience Initial reaction.
- Awareness of the individual: The individual must be fully aware of the requirements of the work that will be done through knowledge of the general policy of the organization in which he works, and the definition of the requirements of his work, responsibilities and duties, rights, its place in the organization, and characteristics of the boss at work.
- The existence of a clear system that defines the working relations: the leader must clarify the system that the organization is going on as well as the bases that govern the relations of individuals with each other and with the leader, and the foundations on which the reward and punishment is built and applied fairly, otherwise the disobedience and discontent of the individuals have emerged.
- To meet the needs of different individuals "economic, psychological and social", this requires the ability of the individual to practice the work that suits him, and meet the economic desires appropriate pay for the work performed without procrastination, and meet the psychological needs of the individual satisfaction of curiosity and create the right atmosphere for him to entertain himself and promote a session in the community to meet his needs Social.

In conclusion, this theory is gaining the attention of contemporary researchers and has gained a reputation for being a leading figure in modern management literature and a suitable leadership style for various organizations such as higher education, health, military and educational organizations.

Previous studies

Several studies have addressed transformational leadership in several aspects. As Money's (2017) study, which examined empirically the perceived knowledge and practice of transformation leadership of principal in Secondary Schools in Nigeria, The sample consists of 50 principals and 400 teachers. These were chosen by stratified and simple random sampling method from 50 schools across the six-geo-political zones of Nigeria (North-Central; North-East, North-West, South-West, South-South and South-East), 8 respondents were randomly drawn from each school while Principal of such schools automatically became a respondent. The ex-post facto research design was employed in the study. Five research questions and hypotheses were formulated to guide the study (investigation via questionnaire) entitled, "Transformation Leadership in Secondary Education" (TLISE). 'TLISE' has a five-point Likert type rating scale and this was validated by experts in research method and statistics. The reliability co-efficient was computed to be.81. The data collected were analyzed through the application of t-test for different between Means and Pearson Product moment correlation, four out of the five hypotheses were accepted while one was rejected. The result revealed that both principal and teachers are aware of transformation leadership styles, however it was doubtful if the practical aspect of transforming the followers and students are realized. Based on the findings, recommendations were made to include: Principals must act as agent of positive change by creating a caring and trustful atmosphere; enhance team spirit; involve teachers in planning and making teaching materials.

Haj & Jubran (2016) aimed to identify the degree of applying the transformational leadership in school administration (among principals), the level of job satisfaction among teachers, and investigate the relationship to each other. The sample consisted of (182) teachers, who were randomly selected from teachers of Galilee region inside the Green Line for the academic year 2015/2016. Two questionnaires utilized in this study after validity and reliability verified: the first is the questionnaire of practicing the transformational leadership and the second is job satisfaction questionnaire. The results showed that the degree of applying the transformational leadership in school administration among teachers of Galilee is very high, and that the degree of job satisfaction among teachers is also very high, and the results showed no differences in the level of applying the transformational leadership and the level of job satisfaction due to gender, academic qualification, years of experience and level of school. The results showed statistically significant positive relationship between the application of transformational leadership and job satisfaction. The study recommended the need to maintain the high level of applying the transformational leadership among principals through providing them with training courses, seminars and lectures on style of transformational leadership, its fields and its impact on the development and evolution of teaching-learning process.

Al- Quran (2016) investigates teachers' viewpoints about the transformational leadership adoption by directors of special education centers in Karak Governorate. The sample included all special education teachers (180) working in 29 private and public special education centers. To achieve the objectives of this study, a descriptive statistical analysis of data obtained by a transformational leadership scale prepared by the researcher was used. Means and standard deviations were calculated, followed by a two-way analysis of variance and Chafe test for post comparisons analysis. Results of the study revealed that the level of practicing transformational leadership by directors of special education centers was moderate and was in favor of directors with high academic qualifications and who had more than 10 years of experience. Interaction between academic qualifications and years of experience had no effect. Based upon results of the study, relevant recommendations were made.

Haghighat & Esmaily (2014) investigate the relationship between educational managers' thinking style and transformational leadership style in Sari branch of Islamic Azad University. The present study is a descriptive - correlational research. The statistical population of this study includes all educational managers (both assistants and heads of departments) in Sari branch of Islamic Azad University. The statistical population consists of 59 members (including 3 faculty chairs, 9 assistants, and 49 educational managers). In order to collect the research data, questionnaire of thinking styles and questionnaire of transformation leadership were used. Both descriptive and inferential statistics were used for analyzing the research data and testing the hypotheses. T-test is the main statistical method which was used for this purpose. The findings revealed that educational managers' thinking style is judicial style from functional view, is holistic one from level perspective, is an outward-oriented one from scope view, and is a liberal one from tendency view. The findings also revealed that measure of transformational leadership style of the educational managers is an ideal-influence model. Based on the findings of this study, it can be concluded that educational managers of this university have a hierarchy-based thinking style and oligarchy style and mental motivation measure in their style.

Al Hababi (2014) aimed to identify the role of transformational leadership in Stimulating employees from the perspective of school principals, the sample consists of 283 manager males, and females were chosen randomly from many social classes and from five governorates. In addition, the researcher used the descriptive method and the questionnaire as a tool of his research after its arbitration and confirms his validity and reliability and the mathematical averages, standard deviation, Analysis of variance and statistical methods to treat the data.

The study found that the degree of secondary school principals for their leading roles in Stimulating workers in the light of transformational leadership in all it was a medium, from the perspective of managers themselves, as shown by the results of the study, there were no statistically significant differences at the level ($0.01 \geq \alpha$) in degrees the practice of secondary school principals for their leading roles in the light of the transformational leadership due to the years of work or experience variable, to Stimulate employees, while there is a statistically significant differences related to gender in favor of females.

Smeirat & Magableh (2014) aimed to identify the practicing level of transformational leadership by private secondary schools' principals and its relation with teachers' motivation at work. The study sample consisted of 324 teachers 148 males and 176 females. The sample was randomly selected from the teachers community; 20% from the private secondary schools in Amman governorate. The researcher confirmed the validity and reliability of the two tools used in the study. On the other hand, the researcher used means, methods Standard Deviations and t-test Enova to analyze data.

The results of the study showed the following:

- The practicing level of private secondary schools' principals of the transformational leadership was average from the teachers' perspective, as the arithmetic average reached the points: (3.38) and (0.60) standard deviation.
- The level of teachers' motivation at their private schools in Amman governorate, from the teachers' own perspective was average. The arithmetic average reached the point: (3.49), and the standard deviation was (0.70).
- There's a positive statistical significant relation at the level ($\alpha = 0.05$) between the practicing level of transformational leadership by private secondary schools' principals and its relation with teachers' motivation at work as, the correlation coefficient reached the point: (0.852) with a level of (0.000).
- There was no statistically significant differences at the level of ($0.05 = \alpha$) in the practicing level of transformational leadership by private secondary schools' principals and its relation with teachers' motivation at work from the teachers' perspective related to their experience, gender and qualifications.
- There was no statistically significant differences at the level of ($0.05 = \alpha$) in the teachers' motivation for their work in the private secondary schools in Amman governorate from these school teachers' perspective, attributed to their qualification, experience and gender.

AL-Hodeibi & Abu- Obeid (2013) aimed to investigate head teachers viewpoint in Quwaiy'yah Governorate towards transformational leadership. To achieve the aim of the study, a questionnaire was applied after having checked its psychometric traits. This scale consists of (28) items. The sample of the study is composed of (120) head teachers in total: (70) males, (50) female. The results of the study showed that there were no statistically significant differences in the participants' responses due to gender, experience years and the number of training courses. The study put forward some recommendations, the most significant of which are holding courses and workshops for the head teachers in employing transformational leadership.

AL-Faar (2013) aimed to identify the administrative competencies in light of principals' training needs, and transformational leadership theory. The population of the study included (664) school principals, (16) educational superintendents, and (16) head of sections at the Ministry of Education in the West Bank/ Palestine. Meanwhile the study sample included (67) principals, who were randomly chosen, in addition to 16 superintendents and all the 16 head of sections at the Ministry of Education. To achieve the aim of the study, the researcher has used two enquiry instruments. The first was the administrative competencies instrument composed of (36) items. The second instrument, made up of (87) items, focused on the transformational leadership competencies. To specify the participants' training needs among the administrative and transformational leadership competencies, the researcher employed the statistical methods like standard deviation, computation averages, and ranking schemes to specify the training needs of the study population in terms of the needed competencies whether transformational leadership competencies or administrative ones. The research came up with the following conclusions:

- School principals have a high level of administrative competencies regarding the domains of the study instrument, except for monitoring, evaluation, and guidance.
- The level of the transformational leadership competencies owned by the school principals can be described as a middle level.

Subsequently, the researcher made the following recommendations:

- It is imperative to enhance school principals, as well as providing incentives to maintain a high level of administrative competencies.

- It is highly significant to develop school principals' competencies featuring the transformational leadership theory.

AL- Agaa (2011) aimed at recognizing the degree of practicing the skills of the transformational leadership for the distinguished principals of preparatory schools at the UNRWA in Gaza governorates, as well as to introduce a suggested perception to develop the transformational skills of the school principals in

general. To achieve the purposes of the study, the researcher used the descriptive analytical method. The study sample consisted of (425) teachers (male and female) at the preparatory distinguished schools according to the study data .

A questionnaire and the personal interview, as for the questionnaire, it consisted of (45) phrases distributed on the fields of the study. At the end of the questionnaire, the data was analyzed by the SPSS. The interview consisted of (5) questions for each field of the fifth fields.

The study concluded the following results:

- The transformational leadership is the 21st century leadership.
- The transformational leadership is one of the most leadership theories and its kinds harmonious with the Islamic leadership which features are documented in the books of the Islamic heritage.
- The degree of practicing the skills of the transformational leadership by the distinguished principals at the UNRWA preparatory schools in Gaza governorate is very high (81.8%).
- There was statistically significant differences at the level of significance ($\alpha < 0.05$) among the mean estimates of the teachers of distinguished preparatory schools at UNRWA in Gaza Governorates to the extent of principals practicing of the skill of transformational leadership due to the sex variable in favor of female.
- There was no statistically significant difference at the level of significance ($\alpha < 0.05$) among the mean estimates of the teachers of distinguished preparatory schools at UNRWA in Gaza Governorates to the extent of principals at the skills of transformational leadership due to the qualification variable.
- There was no statistically significant difference at the level of significance ($\alpha < 0.05$) among the mean estimates of the teachers of distinguished preparatory schools at UNRWA in Gaza Governorates to the extent of principals at the skills of transformational leadership due to the service years variance.

Abu Haddaf (2011) aimed at revealing the relationship between transformational leadership and the effectiveness of teaching teachers in UNRWA preparatory schools in the Gaza governorates. In order to achieve the objectives of the study, the researcher used the analytical descriptive method by applying a questionnaire consisting of (11) paragraphs, the study population consisted of all UNRWA preparatory school teachers in the governorates of Gaza. The sample of the study was (562) teachers. The study showed that there were differences of statistical significance due to gender variable for females and years of service for less than (5) years between average scores of the sample in the possession of the attributes of transformational leadership and the effectiveness of teaching teachers in UNRWA preparatory schools in Gaza governorates. There were no significant statistical differences between the average scores of the sample members in possessing the characteristics of the transformational leadership and the effectiveness of teaching teachers in UNRWA preparatory schools in the Gaza governorates due to the governorate variable in favor of Rafah governorate and the scientific qualification.

In light of the researcher's review of the previous studies related to transformational leadership, it is clear from the previous studies, help in building the theoretical framework and take note of what can be recognized from important axes that are directly related to the problem of study, and the formation of a deeper understanding of the problem of the study and its different concepts and dimensions. , and identify appropriate statistical methods. There are similarities between this study and previous studies, such as the methodology of the study, its tools and its variables, and the emphasis on the importance of transformational leadership to achieve the objectives of the organizations whatever their field of work. This study was similar to the study of Qar'an (2016) and the study of Al Hudaibi & Abu Obeid (2013) in their targeting to measure the degree of school principals practice for transformational leadership.

2. The problem of the study and its questions

The art of successful management requires the manager to be renewed in the manner of dealing with the teacher and not be impregnated in his dealings, as some were and still in the same manner in dealing with, although he knows completely that his methods are outdated and that if they were suited to previous generations, need to renew with subsequent generations and need to develop as science develops and renews, so a frozen manager of this kind is not easy to tell him a teacher if you did such or said so, but it is a major disaster and a kind of rebellion against him as he looks at the teacher who tries to express his opinion that he poses a danger to him and his method originally highlighted crumbling. So he called the teacher as a provocative person is only to raise problems, instead of listening to him and interact with him, and the exchange of educational experiences

aimed. Therefore, this study was conducted to reveal the degree of principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers. By answering the following study questions:

- What is the degree of principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers?
- Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the means for the estimation of the sample members of the study on the degree of the principals' practice of the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers as a whole due to the variable: gender and number of years of experience?

3. The importance of study

This study is important in revealing the reality of school administration in schools of the Directorate of Education of Bani Kenana, and to provide data to answer what is happening from time to time about the lack of commitment of the school principal to carry out the tasks entrusted to him and converted to his assistants, and poor handling of the teacher by the director, and draws the importance of this study from the adoption of modern methods in the field of performance evaluation, Subordinates in the evaluation of the performance of their superiors and has become this method followed in many educational studies calendar. This study is also important because of the importance of school administration in the educational system. Although the school administration is the smallest form of administration in the educational systems, which is under the supervision and responsibility of the school principal, it is one of the most important formations where it implements the objectives of educational policy and facing the community through its spread in different areas of any educational system. The importance of this study lies in the fact that it sheds light on the level of performance of the director for his various duties and duties in the leadership of the school administration, according to his point of view and the view of teachers as individuals who serve them and interact with them permanently during his work on the school day, The light of the recognition of the practices of school principals in light of the application of transformational management to the competent authorities to improve the learning of students.

4.Objectives of the study

The study aimed to identify the degree of principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers and to identify the effect of the independent variables: gender and years of experience.

5. Limitation of the study

This study was limited to the following limits:

- Objective Limit: This study dealt with the degree of the principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers.
- The spatial limit: This study was applied to the Directorate of Education of Bani Kenana, for the facilities provided by the Directorate in the application of this study.
- Human Limit: The study was applied to the teachers of the basic stage in the education of Bani Kenana.
- Time Limit: This study was applied in the first semester of the academic year 2017/2018.

6. Definitions

- Director of schools: the leader and supervisor of educational and takes the tasks of taking appropriate decisions in the management of technical and administrative work in the school, and works to develop the educational work and renewal of the school (AL- Ajez & Nashwan, 2004).
- Transformational Leadership: a process in which both the leader and subordinates seek to elevate each other to the highest levels of motivation and morality (Mustafa, 2002).
- Burns defined the theory as: a pattern of leadership through which the leader seeks to reach the underlying motives and the phenomenon of his followers, and then works to satisfy their needs and invest their full potential, with the aim of achieving a deliberate change (Al - Otaibi, 2006).
- Teachers: they are teaching all subjects, (appointed by the Ministry of Education for practicing the teaching profession) in the Directorate of Education of Bani Kenana for the academic year 2017/2018.
- Teacher's view: this response shows the degree of approval of teachers in the Directorate of Education of Bani Kenana on the content of the paragraphs of the questionnaire in this study.

7. Method and procedures

7.1. Methodology of the study

A comprehensive study was conducted for the teachers of the Directorate of Education of Bani Kenana to measure the degree of principals' practice of transformational leadership in Bani Kenana education from the point of view of teachers. The descriptive and explanatory analysis was used to measure the degree of principals and principals of transformational leadership.

7.2. Study population

The study population for measuring the degree of principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers from (1055) female teachers and (759) male teachers.

7.3. The study sample

The sample of the study of practice of the principals of the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers from (317) Female teachers and (228) male teachers, distributed by gender and practical experience, as shown in table (1).

Table (1): Number and percentage of teachers and parameters of the sample of the study of the degree of practicing principals of the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers by gender and practical experience

Variable	Number	Percentage
Gender		
Male	228	41.8
Female	317	58.2
Practical experiences		
Less than 5 years	188	34.5
5-10 years	176	32.3
More than 10 years	181	33.2

Table (1) shows that the number of teachers in the study sample was (228) male teachers by 41.8, while the number of teachers (317) female teachers by 58.2. It also shows that the number of teachers who had less than 5 years of practical experience was (188) teachers and 34.5%, while the number of teaching teachers who experienced the process from 5-10 years 176 was 32.3%, and more than 10 years (181) teachers , by 33.2%.

7.4. The Study of instrument

The study instrument that was conducted on the teachers of the Directorate of Education of Bani Kenana was established to determine the degree of principals' practice of the transformational leadership in the education of Bani Kenana from the point of view of teachers on one axis of 31 questions.

7.5. The validity of the instrument

In order to verify the validity of the instrument, four teachers from the teaching staff of the educational administration in some Jordanian universities, educational supervisors and school principals were presented in their initial form. All arbitrators were asked to make observations on the questionnaires in terms of language safety, new paragraphs or delete paragraphs of them, and in light of this some amendments were made to the paragraphs of the questionnaire, and the total of the paragraphs ended by the questionnaire became (31) paragraphs divided into four areas.

7.6. Reliability of the instrument

The consistency coefficient of the study instrument was extracted, based on the Cronbach's Alpha coefficient, was extracted to determine the degree of consistency between the study tool's questions, which was (0.66), a high value and indicating the strength of consistency.

7.7. The scale of the study

The Descartes Scale was used to determine whether Bani Kenana's teachers agreed on the degree of principals' leadership practice, as follows:

The Importance	Description	Degree	Evaluation
1	Strongly Disagree	1-1.8	Acceptable
2	not agree	1.8-2.6	Average
3	neutral	2.6-3.4	good
4	Agree	3.4-4.2	very good
5	Strongly Agree	4.2-5	Excellent

In correcting the Likert scale in order to judge the mean, we interpret the mean as follows: High > 3.5, average 2.5-3.49, and <2.49

8. Study variables

The study included the following independent variables:

1. Independent variables, including the following:

- Gender: It has two categories (male, female).

- Years of experience: It has three levels: (less than 5 years, 5 - less than 10 years, more than 10 years).

2. The dependent variables included the degree of the principals' practice of the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of the teachers as a whole. The means of the estimates of the sample members of the study sample represent the measures of the degree of the principals' practice of the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers.

9. Study Procedures:

The instrument of the study was constructed and verified its validity and reliability. The questionnaire was then distributed to (560) respondents in the Directorate of Education of Bani Kenana. (545) questionnaires were retrieved, and when the researcher was informed about the questionnaires, he noticed that (545) questions were actually analyzed. Teacher responses were completed in computer memory, and statistical analyzes were carried out using the statistical package (SPSS.22).

10. Statistical processing

To answer the questions of the study, the statistical package (spss.22) was used to extract the results as follows:

- Descriptive statistical measures were used to describe the characteristics of the study sample in percentages, the mean, the standard deviation values, the answer to the study questions and the order of the descending dimensions according to the relative importance.

- Use statistics inferential, statistical analysis of the work of analysis of the teachers to know whether there were statistical differences were significant due to gender and practical experience of teachers in the Directorate of Education of Bani Kenana on the degree of school principals to transformational leadership, where the use of independent t-test and one way ANOVA test to find these differences.

11. Results of the study and discussion

In this section, the results of the impact of the principals' leadership on the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers will analyze the questions of the study. The mean of the initiative impact is (4.01) and a standard deviation (0.22).

To find out the details and answer of this question, the mean and the standard deviation for each of the study paragraphs were calculated as shown in the following tables.

Table (2) shows the means and standard deviations for the study of the degree of the principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers and teachers for each paragraph (n = 545).

The table shows the mean and standard deviation of the effectiveness of the study in principals' leadership on transformational leadership in the Directorate of Bani Kenana from the point of view of teachers all of which were high. Where the highest mean associated with the continuous professional development paragraph for himself and all members of the school community was with a high average (4.78). The researcher attributed this result to the continuing educational programs and courses provided by the Ministry of Education to provide programs for the service of school administration and teachers and methods of communicating information to students. The second part was the participation of teachers in the development of the plan for school work with a mean score (4.51) and high degree. The researcher attributed this result that the school principal and teachers were subject to courses on the school's developmental and procedural plan and the plans of the classroom and daily teachers, and the follow-up by officials such as educational supervision, all of this gives an extra attention to this paragraph, and thirdly, an open paragraph towards the opinions and ideas of others, with a mean of (4.50), with a high score of (4.50) and attributing this result to the principal's conviction that he can not have all the knowledge and skills, (3.37) with a high degree of accountability, and the result is that many principals lack the usefulness of modern strategies and their conviction in the simple traditional way, and the inability to innovate and experiment with what is new. The remainder of the mean lies between (3.45) and (4.59), all of which are of a high degree, and this study agrees with the study of (Alfar, 2013); and the study of (Aga, 2011). The study differed with the study of (Al-Qar'an, 2016); (Al-Habayeb, 2014); (Samirat and Al-Kubra, 2014), which showed the futility of using the transformational leadership style.

N	Paragraphs	Means	Standard deviation	Level
1	Works seriously.	4.19	0.97	High
2	Encourages teachers to innovate.	3.51	0.80	High
3	Encourages teachers to experiment with new work strategies.	3.37	0.68	High
4	Open to the opinions and ideas of others.	4.50	0.50	High
5	Encourages teachers to carry a vision for change at the level of civil society organizations.	4.35	0.69	High
6	Will do its utmost to strengthen and empower teachers when there is an opportunity.	4.11	0.32	High
7	Provides examples of helping teachers do their work.	3.54	0.81	High
8	Use appropriate technology of new technologies	4.30	0.46	High
9	Has great energy to work.	3.45	0.83	High
10	Be honest in his beliefs.	4.21	0.41	High
11	Offers an example and a model of openness with others.	3.56	0.84	High
12	There are signs of learning through personal growth and change.	4.16	0.37	High
13	Develop and sustain a safe, healthy and healthy school environment.	3.71	0.87	
14	Delegate administrative tasks and monitor their implementation.	3.76	0.97	High
15	Determine the educational objectives of the working group.	4.37	0.48	High
16	To take into consideration the educational policy when developing the plan.	3.60	0.85	High
17	Taking into account the material and human potential when planning.	4.21	0.41	High
18	Active teamwork.	4.49	0.50	High
19	Participation of teachers in the development of the school work plan.	4.51	0.86	High
20	Continuous professional development for himself and all members of the school community.	4.78	0.42	High
21	Respect for employees in their personal qualities.	4.49	0.50	High
22	He cares about the needs of teachers.	4.30	0.65	High
23	Provides the resources and resources necessary to help with learning.	4.59	0.49	High
24	Collaborate and communicate with others inside and outside the school	3.90	0.94	High
25	Encourages teachers to participate in decision-making.	4.21	0.41	High
26	He has a desire to listen to teachers and facilitate communication with them.	3.60	0.78	High
27	Provides positive reinforcement to staff, which makes them appreciated.	3.87	0.79	High
28	He builds confidence with teachers.	4.08	0.69	High
29	Provide effective feedback.	3.84	0.86	High
30	Accept support from others, including colleagues, administrators and the educational authority.	4.06	0.81	High
31	Building and sustaining effective partnerships with students, caregivers and the community that will positively impact student education.	4.03	0.82	High
The general average of the study		4.01	0.22	

The results of the empirical analysis of gender and practical experience to find out the impact of the principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers.

In this section, we will find the answer to the question: Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the mean of the individuals of the sample of the study on the effect of the principals of the transformational leadership in the education of Bani Kenana from the point of view of teachers, (years of experience), where the analysis was used, the independent test t-test, and the one way ANOVA test were used to determine these differences and their cause, as shown in the following tables.

The following table presents the statistical mean and standard deviations for the study of the degree of principals' practice of transformational leadership in Directorate of Education of Bani Kenana from the point of view of teachers, disaggregated by gender and practical experience, as shown in Table (3).

Table (3): The means and the standard deviations for the study of the degree of practicing principals of the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of the teachers according to gender and practical experience

Basic characteristics	Mean	Standard deviations
Gender		
Male	3.98	.28
Female	4.03	.16
Practical experiences		
Less than 5 years	3.92	.16
5-10 years	3.93	.18
More than 10 years	4.17	.22

Table (3) shows the existence of apparent differences between the means due to gender and the practical experience of teachers in the Bani Kenana University. The study examined the degree of the principals' practice of the transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers. Female means (4.03).

While the practical mean of their practical experience less than 5 years was (3.92), and for their practical experience (5-10 years), the mean was (3.93), and the mean of their experience more than 10 years was (4.17).

To know the statistical significance, we perform an independent t-test to determine these differences by gender.

Table (4): Independent t-test Table To see the effect of the degree of principals' practice of transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers by gender at the level of separate skills and skills as a whole (n = 545)

The Study	t-test value	D.F	Level of significance
Transformational Leadership	-2.709	543	0.007

In Table (4), there are significant statistical differences for the study. The value of t-test = -2.709 is 0.007, which is less than the error coefficient 0.05. The researcher attributes this result to the fact that female managers are more committed to the laws even if they are at the expense of male teachers, while males tend to adopt the spirit of law and not to carry out everything that comes out of subordination and takes care of the human conditions of teachers than females. The males interest in practicing this type of transformational leadership in his transactions and behaviors. It may also be attributed to the ability of school principals to influence teachers and to convey their ideas so that they are better able to recognize the outputs of the tasks they perform and their affiliation to the institution so that they develop their mind to elevate the institution. The transformational leader seeks to build commitment among teachers and gives them the power to the maximum extent to make them enthusiastic and motivated to act as a result of their sense of respect for the management of the institution to them. This result is consistent with the result of the study of (Habayeb, 2014) and (Abu Haddaf, 2011), which showed gender differences. While the studies that contradicted this study showed that there are no differences in favor of sex in the study (Samirat & interview, 2014); (Husaybi & Abu Obeid, 2013).

Table 5: Table one way ANOVA to the effect of principals' leadership on transformational leadership in the Directorate of Education of Bani Kenana from the point of view of teachers by experience at the level of skills as a whole (n = 545)

The Study	The Value of One Way ANOVA	D.F	Level of significance
Transformational Leadership	99.633	2	0.000

In Table 5 shows that there are statistically significant differences for the study. The value of one way ANOVA = 99.633 is statistically significant 0.000, which is less than the error coefficient 0.05, and these differences return to the experience for more than 10 years with a greater mean value of 4.17. The researcher pointed out that experience plays a prominent role in solving the issues, but in dealing with faculty members, attracting parents, contacting local community institutions, and achieving school achievements. In addition, experience is an urgent necessity in overcoming the problems of study, dealing with publications, this result is also due to the fact that these owners for groups that witnessed the period of administrative change carried out by the educational institutions in previous years, which contributed to changing the normal work methods in response

to the needs of the age, such as serving the interests of the school and achieving excellence such as creativity, improving performance and efficiency, the study was followed by a study (Qar'an, 2016) which showed differences for years of experience, and studies showed that there was a difference of years of experience, but for the benefit of those with less than 5 years experience, and differed with the study of (Habayeb, 2014); (Hudaibi and Abu Obeid, 2013), which showed no differences in favor of years of experience.

12. Recommendations

The study concluded with a number of recommendations, the most important of which were:

- Giving modern teaching strategies more attention to the development of educational learning process.
- Holding courses and workshops for principals and principals of schools on the employment of transformational leadership in the management of their schools.
- Conduct similar studies on transformational leadership in other educational institutions, dealing with other variables to determine their impact.

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